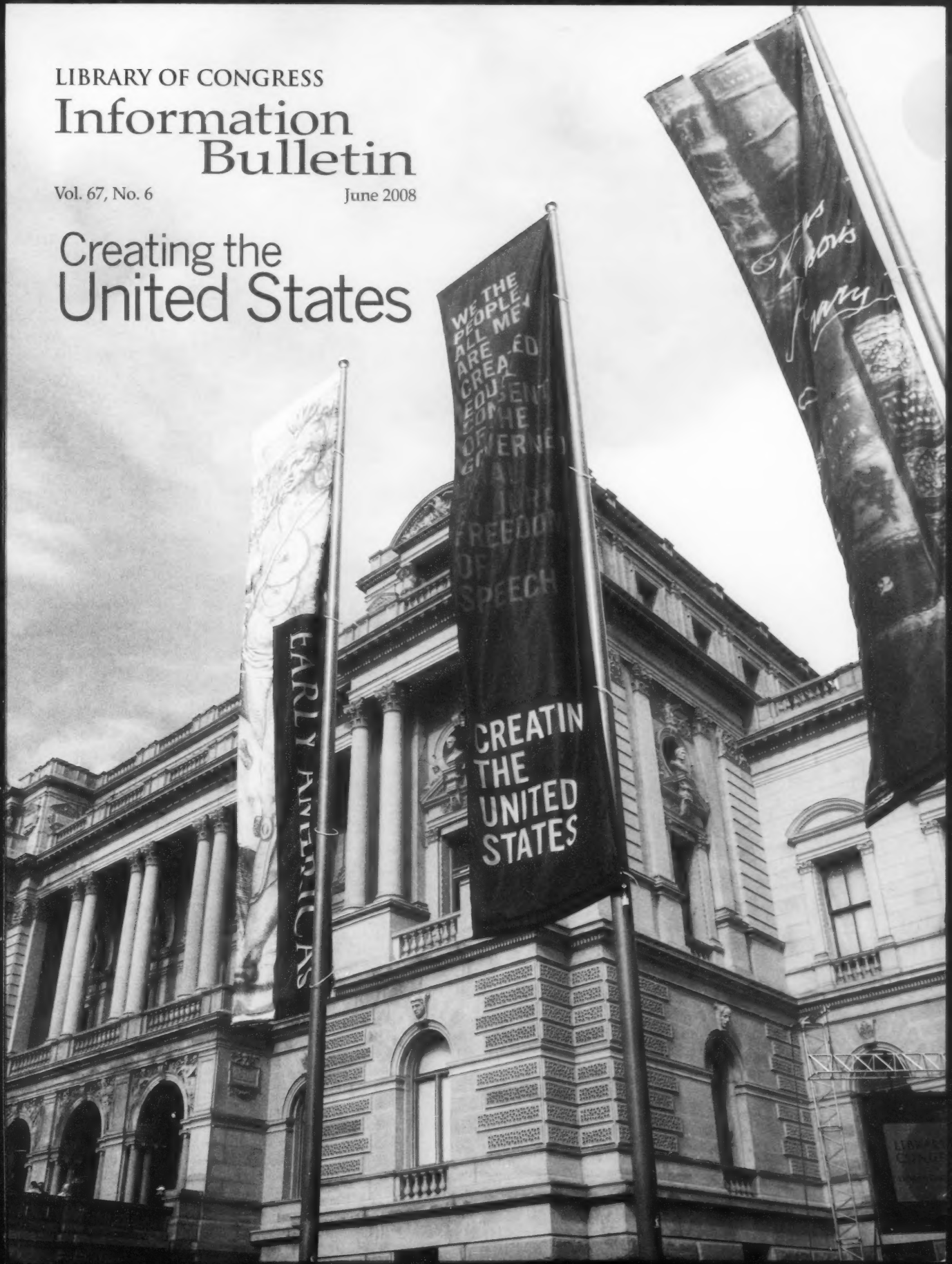
LIBRARY OF CONGRESS
Information Bulletin
Vol. 67, No. 6 June 2008

Creating the United States



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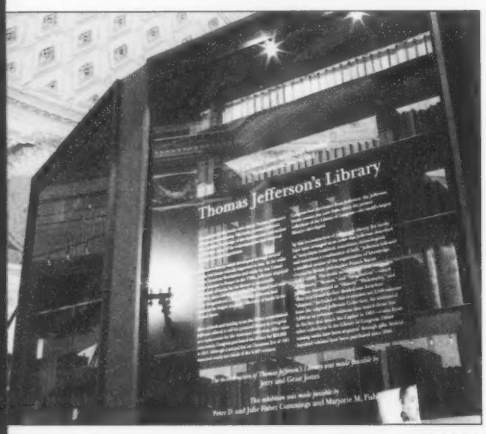
JAMES H. BILLINGTON
Librarian of Congress



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On the Cover: New banners outside the Thomas Jefferson Building on Capitol Hill promote new exhibitions that make up the Library of Congress Experience, including "Creating the United States." *Photo by Michaela McNichol*

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Creating the United States

Exhibition Amplifies the American Experience

By DONNA URSCHEL

Michaela McNichol

The political wrangles of today cannot compare with those engaged in by the Founding Fathers in the process of creating a new nation. In the midst of severe turmoil—out of disparate notions and inspirations—the gentlemen of the 18th century, with no prior experience in nation-building, forged a strong and resilient republic.

"If visitors to this, our capital city, whether they're from our own country or from abroad, were to see only one exhibition, one building, one place during their visit, seeing 'Creating the United States' would be the one to see, here at the Library of Congress."

—Historian David McCullough

How did they do it? Where did they find the foresight? How did they muster the fortitude? And how did they remain civil to each other?

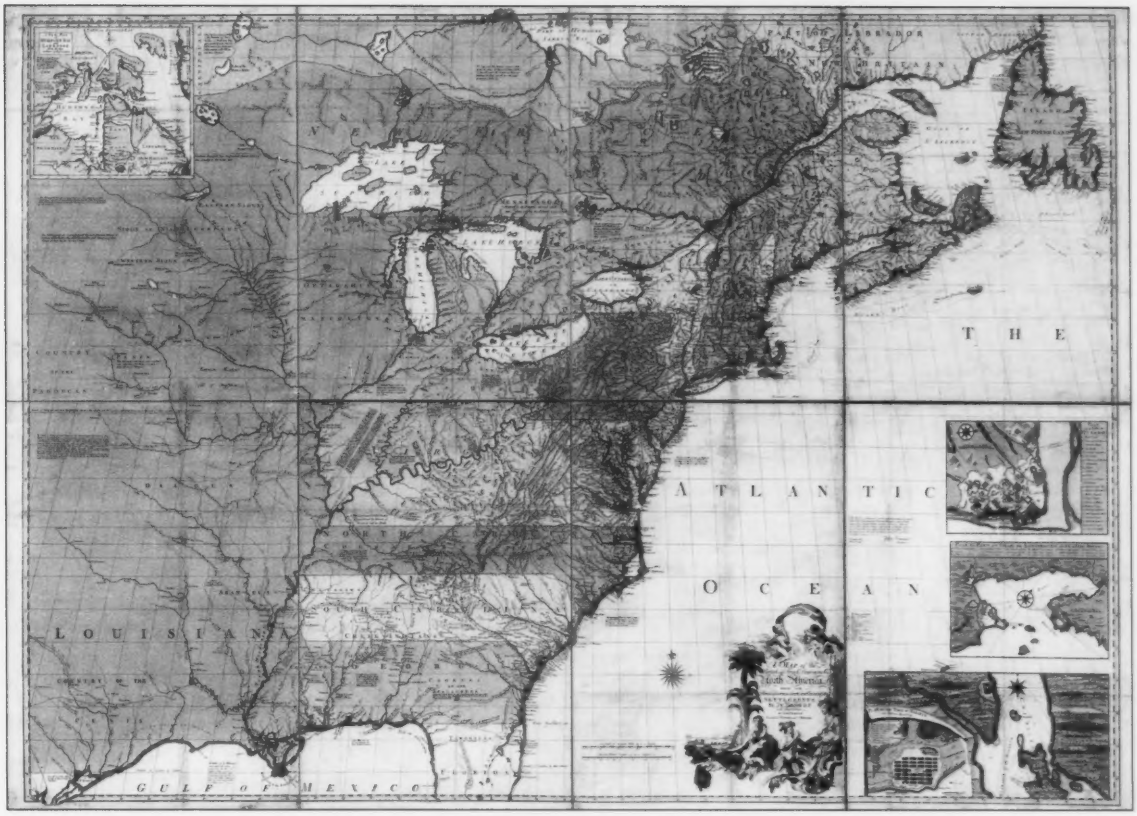
"Creativity, collaboration and compromise were necessary in political life in order to achieve such great things," said Gerard Gawalt, guest curator of "Creating the United States," a new exhibition at the Library of Congress. "The entire period is much more complicated and complex than what is explained in the average history book."

The exhibition, located on the second floor of the Thomas Jefferson Building, tells the story of how the Founding Fathers were able to weave together the words and phrases of the Declaration of Independence, the Constitution and the Bill of Rights.

Ramsay ad vivum delineavit. *William Pether fecit.*

His Most Sacred Majesty GEORGE III. King of Great Britain &c.

Publish'd according to Act of Parliament Oct.r 1.1762. & sold by H.Parker and E.Bakewell in Cornhill, and J. Boydell Engraver in Cheapside.



This 1755 hand-colored, engraved map by John Mitchell shows British and French holdings in North America, along with roads, distances, and the extent of colonial settlements of the day. ***Geography and Map Division***

Gawalt said Librarian of Congress James Billington wanted "a major exhibiton based on American creativity." That led Jim Hutson, chief of the Library's Manuscript Division, to suggest "a focus on the specific creativity of the Founding Fathers."

That creativity is revealed in the 135 items on display and in three interactives—touch-activated screens that allow visitors to zoom in and out of the Declaration, the Constitution and the Bill of Rights. Visitors can look at the changes made during the writing process and the antecedent documents, which are the political and literary sources that inspired that the Founding Fathers when they were composing their thoughts.

Detail from Benjamin Franklin's "Albany Plan," the Founding Father's 1752 ideal for a national confederation. ***Manuscript Division***

"All items on display are the real thing. They are not copies," stressed Cheryl Regan, acting chief of the Library's Interpretive Programs Office. Although the exhibition is ongoing, the items will need to be replaced every six months for preservation reasons. Other items from the Library's collections will be used to tell the story. "But the structure of the exhibition will remain the same and so will the interactives," Regan said.

The exhibition, which opened on April 12 as part of the new Library of Congress Experience *(see Information Bulletin, May 2008)*, is arranged chronologically in three parts centering on the nation's three seminal documents. The first part, "Creating the Declaration of Independence," illuminates the causes of the American Revolution and the thought process that went into declaring independence in 1776.

According to the exhibition narrative, Americans moved into a revolution mindset after Great Britain's victory in the French and Indian War. After the colonists were freed from the threat of hostile French and Indian forces, they had more time to focus on issues of political rights, individual freedoms and inequalities of power.

One of the first to imagine a national confederation was Benjamin Franklin. On display is Franklin's "Albany Plan"

Opposite, the last king of America and the antagonist in the American Revolution, "His Most Sacred Majesty George III, King of Great Britain," by Thomas Fry, 1762. ***Prints and Photographs Division***

Creating the United States

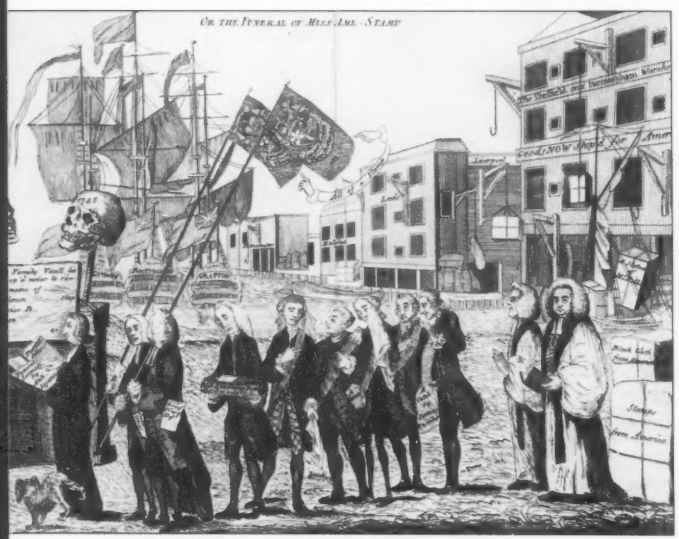
In 1787 a national Constitutional Convention convened in Philadelphia ... They took an oath of secrecy, and they met behind closed doors and windows with pulled drapes, throughout the hot and humid summer. Surely, sitting in this room was no easy task, given the layers of clothing and powdered wigs fashionable at the time.

from 1754, in which he proposed a union of American provinces to better battle the French and their Indian allies. The Albany Plan called for proportional representation in a national legislature and a president general appointed by the King of Great Britain. The plan served as a model for Franklin's revolutionary Plan of Confederation in 1775.

This section also addresses the various battles fought, the set of beliefs discussed by the revolutionaries and the peace that arrived after eight years of war. The main attraction on display is Thomas Jefferson's rough draft of the Declaration of Independence, which shows the editing marks by Benjamin Franklin, John Adams and other participants in the Continental Congress. A nearby interactive kiosk allows visitors to examine five key phrases in the Declaration to see how they were edited and to trace the origins of the ideas.

For instance, a click on the key phrase "pursuit of happiness" reveals how Franklin deftly, concisely edited Jefferson's writing. He replaced "sacred and undeniable" with "self-evident." He crossed out a number of other words and added some of his own. The result: "We hold these truths to be self-evident; that all men are created equal; that they are endowed by their creator with certain [inherent &] inalienable rights; that among these are life, liberty & the pursuit of happiness."

Where did Jefferson get this idea? As the exhibition demonstrates, he was influenced by the "Virginia Declaration of Rights," 1776; "Causes and Necessity of Taking Up Arms," 1775; "Essays on the Principles of Morality and Religion," 1751; and "Two Treatises of Government," 1690. At the interactive kiosk, a click on each of these titles will reveal the concept that corresponds to Jefferson's writing.



This 1766 cartoon depicts a mock funeral procession for the American Stamp Act, and includes its principal proponent, Treasury Secretary George Grenville, carrying a child's coffin marked "Miss Ame-Stamp, born 1765, died 1766." ***Prints and Photographs Division***

"The Declaration was a document pieced together from many others," Gawalt said. "Jefferson synthesizes the material and puts it into an inspiring form of writing."

The original antecedent documents seen in the interactive are also on physical display in the exhibition. In addition, there are engravings, cartoons, maps, pamphlets and books. There is Thomas Paine's "Common Sense" and George Washington's diary. There is the map used in the peace negotiations in 1783, titled "Map of British and French Dominions in North America, with Roads, Distances, Limits and Extent of the Settlements." It was spread out on the table as officials collaborated on the Treaty of Paris, which recognized the independence of the United States and awarded it an enormous territory stretching from the Atlantic Ocean to the Mississippi River.

The story of creativity, collaboration and compromise continues into the exhibition's second part, "Creating the Constitution." A little more than a year after the Declaration of Independence was signed, the Continental Congress adopted the Articles of Confederation on Nov. 15, 1777. The Articles created a loose confederation of sovereign states and a weak central government, leaving most of the power with the state governments. Once peace arrived in 1783, the weaknesses of the Articles became increasingly apparent.

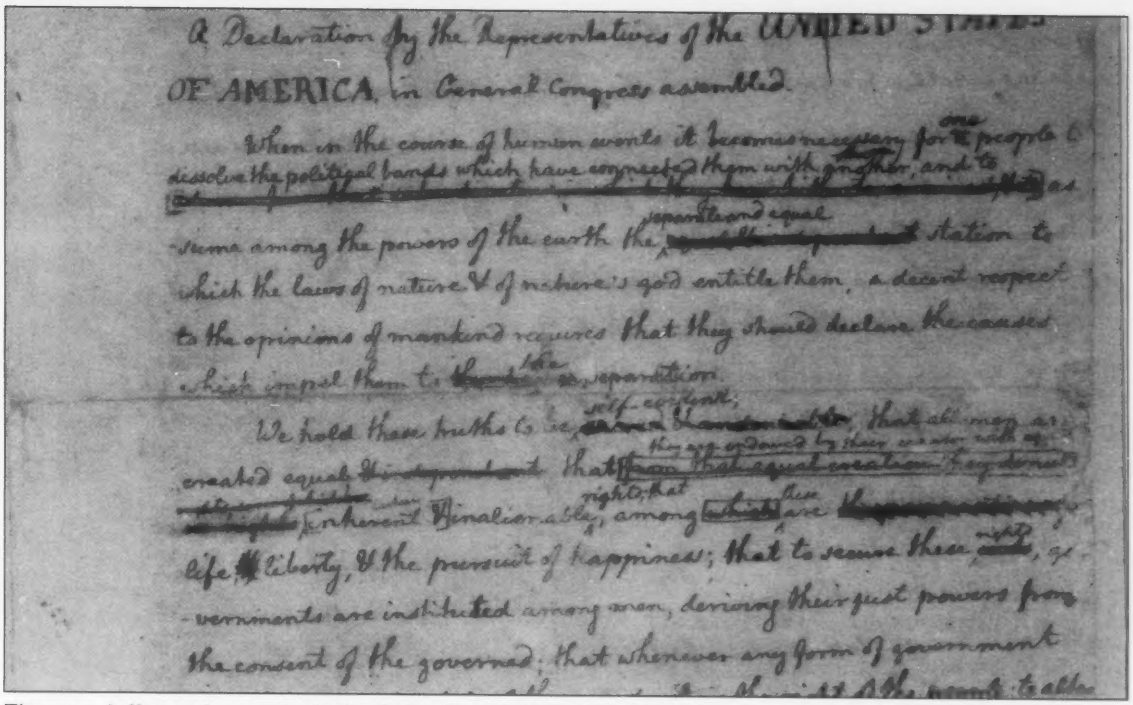
"Divisions among the states and even local rebellions threatened to destroy the fruits of the Revolution. Nationalists, led by James Madison, George Washington, Alexander Hamilton, John Jay and James Wilson, almost immediately began working toward strengthening the federal government," according to the exhibition text.

Among the 18 items on display in the second part of the exhibition are letters from John Jay and James Madison to George Washington, discussing ways to create a stronger government and, eventually, a new government.

"Washington is key to the writing of the Constitution, more so than he is given credit for," explained Gawalt. "Without Washington, there wouldn't be a new Constitution. He was the only one with enough political capital to substantiate the need for a new Constitution."

Gawalt said Madison, Jay and others asked Washington to come to Philadelphia. "Washington told them that he wouldn't come just to tinker with the Articles of Confederation. They assured him that there wouldn't be any tinkering. There was more to do than that. And if there were to be a new government, there had to be a president. They held out a lot of carrots to him."

In 1787 a national Constitutional Convention convened in Philadelphia. The delegates gathered in the East Room on the first floor of the Pennsylvania State House (known



A Declaration by the Representatives of the UNITED STATES
OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for one people to
dissolve the political bands which have connected them with another, and to
assume among the powers of the earth the separate and equal station to
which the laws of nature & of nature's god entitle them, a decent respect
to the opinions of mankind requires that they should declare the causes
which impel them to the separation.

We hold these truths to be self-evident, that all men are
created equal, that they are endowed by their creator with
inherent & inalienable rights, that among these are
life, liberty, & the pursuit of happiness; that to secure these
governments are instituted among men, deriving their just powers from
the consent of the governed; that whenever any form of government

Thomas Jefferson's rough draft of the Declaration of Independence shows the editorial suggestions, deletions and additions offered by his fellow founders, Franklin and Adams. *Manuscript Division*

IN CONGRESS, JULY 4, 1776.

A DECLARATION

BY THE REPRESENTATIVES OF THE

UNITED STATES OF AMERICA,

IN GENERAL CONGRESS ASSEMBLED.

WHEN in the Course of human Events, it becomes neceſſary for one People to diſſolve the Political Bands which have connected them with another, and to aſſume among the Powers of the Earth, the ſeparate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Reſpect to the Opinions of Mankind requires that they ſhould declare the cauſes which impel them to the Separation.

WE hold theſe Truths to be ſelf-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among theſe are Life, Liberty, and the Purſuit of Happineſs--That to ſecure theſe Rights, Governments are inſtituted among Men, deriving their juſt Powers from the Conſent of the Governed, that whenever any Form of Government becomes deſtructive of theſe Ends, it is the Right of the People to alter or to aboliſh it, and to inſtitute new Government, laying its Foundation on ſuch Principles, and organizing its Powers in ſuch Form, as to them ſhall ſeem moſt likely to effect their Safety and Happineſs. Prudence, indeed, will dictate that Governments long eſtabliſhed ſhould not be changed for light and tranſient Cauſes; and accordingly all Experience hath ſhewn, that Mankind are more diſpoſed to ſuffer, while Evils are ſufferable, than to right themſelves by aboliſhing the Forms to which they are accuſtomed. But when a long Train of Abuſes and Uſurpations, purſuing invariably the ſame Object, evinces a Deſign to reduce them under abſolute Deſpotiſm, it is their Right, it is their Duty, to throw off ſuch Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of theſe Colonies; and ſuch is now the Neceſſity which conſtrains them to alter their former Syſtems of Government. The Hiſtory of the preſent King of Great-Britain is a Hiſtory of repeated Injuries and Uſurpations, all having in direct Object the Eſtabliſhment of an abſolute Tyranny over theſe States. To prove this, let Facts be ſubmitted to a candid World.

HE has refuſed his Aſſent to Laws, the moſt wholeſome and neceſſary for the public Good.

HE has forbidden his Governors to paſs Laws of immediate and preſſing Importance, unleſs ſuſpended in their Operation till his Aſſent ſhould be obtained; and when ſo ſuſpended, he has utterly neglected to attend to them.

HE has refuſed to paſs other Laws for the Accommodation of large Diſtricts of People, unleſs thoſe People would relinquiſh the Right of Repreſentation in the Legiſlature, a Right ineſtimable to them, and formidable to Tyrants only.

HE has called together Legiſlative Bodies at Places unuſual, uncomfortable, and diſtant from the Depoſitory of their public Records, for the ſole Purpoſe of fatiguing them into Compliance with his Meaſures.

HE has diſſolved Repreſentative Houſes repeatedly, for oppoſing with manly Firmneſs his Invaſions on the Rights of the People.

HE has refuſed for a long Time, after ſuch Diſſolutions, to cauſe others to be elected; whereby the Legiſlative Powers, incapable of Annihilation, have returned to the People at large for their exerciſe; the State remaining in the mean time expoſed to all the Dangers of Invaſion from without, and Convulſions within.

Congress approved the Declaration of Independence on July 4, 1776, and directed that it be printed by John Dunlap. This, the only surviving fragment of the Declaration broadside printed by Dunlap, was sent on July 6, 1776, to George Washington by John Hancock, president of the Continental Congress in Philadelphia. General Washington had this Declaration read to his assembled troops on July 9 in New York, where they awaited the combined British fleet and army. *Manuscript Division*

Barry Wheeler

Kate, Elizabeth and Sarah Via of Burke, Va., listen to a presentation on the Bill of Rights. Scottish-born Kate Via noted that the inalienable right of the "pursuit of happiness" was based on the Scottish "moral sense" school of philosophy, such as that of Lord Kames, who influenced Jefferson's own ideology.

Michaela McNichol

"Creating the United States" tells the story of how the Founding Fathers used creativity, collaboration and compromise to form the nation, with a focus on the words and phrases that created the republic.

today as Independence Hall). They took an oath of secrecy, and they met behind closed doors and windows with pulled drapes, throughout the hot and humid summer. Surely, sitting in this room was no easy task, given the layers of clothing and powdered wigs fashionable at the time.

The two sections in "Creating the Constitution" illuminate the challenges to the delegates. "Diverging plans, strong egos, regional demands, and states' rights made the solutions difficult," the exhibition text explains.

On display is the Virginia Plan, submitted to the Constitutional Convention in May 1787 by the Virginia delegates, led by James Madison and George Washington. They prepared a plan of government that provided for proportional representation in a bicameral (two-house) legislature and a strong national government with veto power over state laws. The plan was designed to protect the interests of the large states in a strong, national republic.

As an alternative, New Jersey delegates submitted in June 1787 the New Jersey Plan, which was designed to protect the security and power of small states by limiting each state to one vote in Congress. The New Jersey plan also is on display.

As delegates became more frustrated and angry, Franklin, the eldest delegate, urged "great Coolness and Temper." A draft of his speech is on display. On several occasions Franklin acted to restore harmony and good humor to the proceedings.

Then, in mid-July of 1787, delegates to the Constitutional Convention, many on the brink of leaving, reached a compromise that created a bicameral legislature with the states having equal representation in the upper house (the Senate) and the people having proportional representation in the lower house. On display are James Madison's notes from July 16, 1787, on the "Great Compromise."

The main item on display for this part of the exhibition is George Washington's annotated copy of the draft Constitution from the convention's Committee of Style. Washington had jotted personal notes on his copy of the draft. Ultimately, there were few critical alterations made to the draft submitted by the Committee of Style before it was signed by the delegates on Sept. 17, 1787.

A nearby interactive kiosk allows visitors to explore five sections of the draft Constitution, including the preamble ("We the people…"), executive power, war powers, representation and taxation. The interactive also delineates the antecedent documents for these critical principles. Concerning executive power, for instance, the exhibition cites the influence of Franklin's Albany Plan of 1754, the Articles of Confederation, the Virginia Plan, the New Jersey Plan and the Report of the Committee of Detail (a committee of the Constitutional Convention). Visitors can zoom into the precise phrases that inspired the Founding Fathers.

The third part of the exhibition is "Creating the Bill of Rights." It is divided into four sections: forging a federal government; demand for a bill of rights; formation of political parties; and peaceful transition.

"In this part I tried to get across that most people in 1789 didn't think a list of rights was necessary in the Federal Constitution," Gawalt explained, "because every state had a bill of rights and common law protected individual rights, starting with the Magna Carta."

"But anti-Federalists (those who advocated states' rights instead of centralized power) wanted to make major changes to the Constitution," Gawalt said. "Madison said he devised a plan for writing amendments to avert changes to the Constitution. He looked on it as a diversionary tactic."

According to the exhibition text, "Even though there was

Opposite, "A New Display of the United States" by Amos Doolittle, 1799, featured President John Adams and the 16 states of the time. *Prints and Photographs Division*

MILLIONS FOR OUR DEFENCE NOT A CENT FOR TRIBUTE

NEW HAMPSHIRE

INDEPENDENCY MDCCLXXV

2 Senators 4 Representatives
82 856 Inhabitants

VERMONT

INDEPENDENS & LIBERTY

2 Senators 2 Representatives
106923 Inhabitants

MASSACHUSETTS

ENSE PETIT PLACIDAM SUB LIBERTATE QUIETEM

2 Senators 15 Representatives
422 845 Inhabitants

CONNECTICUT

QUI TRANSTULIT SUSTINET

2 Senators 7 Representatives
251.002 Inhabitants

RHODEISLAND

IN GOD WE HOPE

2 Senators 2 Representatives
69.122 Inhabitants

NEW YORK

EXCELSIOR FRUSTRA

2 Senators 11 Representatives
333.170 Inhabitants

PENSYLVANIA

VIRTU LIBERTY & INDEPENDENCY

2 Senators 14 Representatives
602365 Inhabitants

NEW JERSEY

INDEPENDENCE MDCCLXXVI

2 Senators 5 Representatives
211,114 Inhabitants

MARYLAND

INDEPENDENCE MDCCLXXVI

2 Senators 9 Representatives
319635 Inhabitants

DELAWARE

INDEPENDENCE MDCCLXXVI

2 Senators 1 Representative
64.273 Inhabitants

VIRGINIA

INDEPENDENCE MDCCLXXVI

2 Senators 23 Representatives
878.959 Inhabitants

JOHN ADAMS President of the United States

NORTH CAROLINA

INDEPENDENCE MDCCLXXVI

2 Senators 11 Representatives
478.003 Inhabitants

SOUTH CAROLINA

ANIMIS OPIBUSQUE PARATI

2 Senators 9 Representatives
345.891 Inhabitants

GEORGIA

LUCE NOVA NEC LOCUPLETI

2 Senators 3 Representatives
162.686 Inhabitants

TENNESSEE

TRIPTI ENJOYMENT

2 Senators Representatives
97680 Inhabitants

KENTUCKY

WILL ASCERTAIN THE PERSEVERE

2 Senators 4 Representatives
220.955 Inhabitants

A New DISPLAY of the UNITED STATES

Printed by [illegible] Dunlap, Aug. 4th 1792

universal agreement in Congress that people have certain natural rights, there was fierce debate over the need for specific rights to be clearly articulated and whether to incorporate those rights into the body of the Constitution or attach them as appendages."

From hundreds of proposed amendments to the Constitution, Congress gave final approval to 12. Under the direction of John James Beckley, clerk of the U.S. House of Representatives and the first Librarian of Congress, the 12 possible amendments were sent to the states for their ratification. By Dec. 1791, 10 of the amendments were ratified and have since been known as the Bill of Rights.

This 1834 woodcut by Jared Bell shows the figure of Liberty arising from an altar in a temple holding the Bill of Rights, a staff and a liberty cap. ***Prints and Photographs Division***

The highlight of this part of the exhibition is Beckley's handwritten copy of the proposed 12 amendments. A nearby kiosk allows visitors to explore the concepts of freedom of religion, freedom of speech, the right to bear arms, due process and trial by jury. Here, too, visitors can view the antecedent documents for each concept.

Among the items on display in the third part of the exhibition are reports from various congressional committees concerning the amendments, the antecedent document of the 1689 English Declaration of Rights; Thomas Jefferson's first inaugural address; woodcuts; and an etching depicting the heated partisan debates in Congress between Jeffersonian Republican representative Matthew Lyon and Federalist representative Matthew Griswold, who attacked each other with a cane and fireplace tongs on the floor of the House of Representatives.

What if television had existed at the time? Would the partisan pundits, the talking heads, have torpedoed the fragile formation of this self-governing republic?

Not necessarily, said Gawalt, because the political rhetoric was just as intense in those days.

"There were hundreds and thousands of essays written, and they appeared in newspapers as Letters to the Editor. The opinions expressed were more sophisticated then. They wrote with great substantiation," Gawalt explained.

The exhibition has an epilogue, or three "impact" displays that examine how the key documents—the Declaration, Constitution and Bill of Rights—have been used and sometimes abused in the centuries since their adoption. Film and audiovisual segments explore the impact of those documents on civil rights, women's suffrage and rights to privacy.

"One of my goals with this exhibition was to take a very complex subject and share it with the public in a presentable way," said Gawalt.

The exhibition has attracted a lot of visitors. In the month of May alone, according to Regan, approximately 40,000 people viewed "Creating the United States." "The interactives are extremely popular in this exhibition, but visitors are still drawn to the power of the artifacts on display," said Regan.

If a trip to the Library of Congress is not possible, viewers can experience the exhibition, including the interactives, at **www.myLOC.gov**. ◆

Donna Urschel is a public affairs specialist in the Library's Public Affairs Office.

Creating the Exhibition

"Creating the United States" was made possible through the generous support of Roger and Susan Hertog and the Xerox Foundation.

Gerard Gawalt, the exhibition's guest curator, is a consultant to the Library in early American history. Prior to his retirement, he served the Library for many years as a historian and curator of presidential papers. Gawalt is the author of "My Dear President: Letters Between Presidents and Their Wives" (2005); "First Daughters: Letters Between U.S. Presidents and Their Daughters" (2004); "Thomas Jefferson: Genius of Liberty" (2000); and "the Declaration of Independence: The Evolution of the Text" (1999).

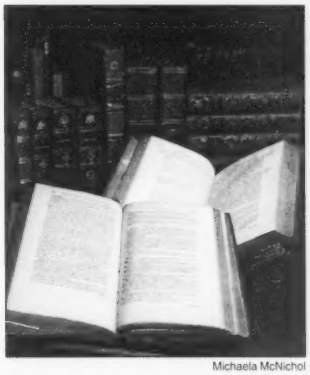
The exhibition narrative created by Gawalt was translated into a visual display by the Library's Interpretive Programs Office (IPO). From the earliest planning stages of the exhibition, IPO helped shape the selection of objects and the narrative in a way that would have broad public appeal. Working with the contract designers, IPO determined how visitors would view the objects on display, produced media presentations that underscore the legacy of the founding documents and edited interpretive text throughout the exhibition. The office also collaborated with contract software developers to create the content and layout of the interactive stations.

Cheryl Regan led the IPO team, which included Cynthia Wayne and Martha Hopkins, as exhibition directors, and Deborah Durbeck, the production officer. James Hutson, chief of the Manuscript Division, played a key role in the conceptualization of the exhibition and members of the Web Services and the Information Technology Services office were critical in planning and implementing interactivity throughout the exhibition. ◆

Michaela McNichol

Thomas Jefferson's Library

Library Reconstucts, Displays Founding Collection



Michaela McNichol

By GAIL FINEBERG

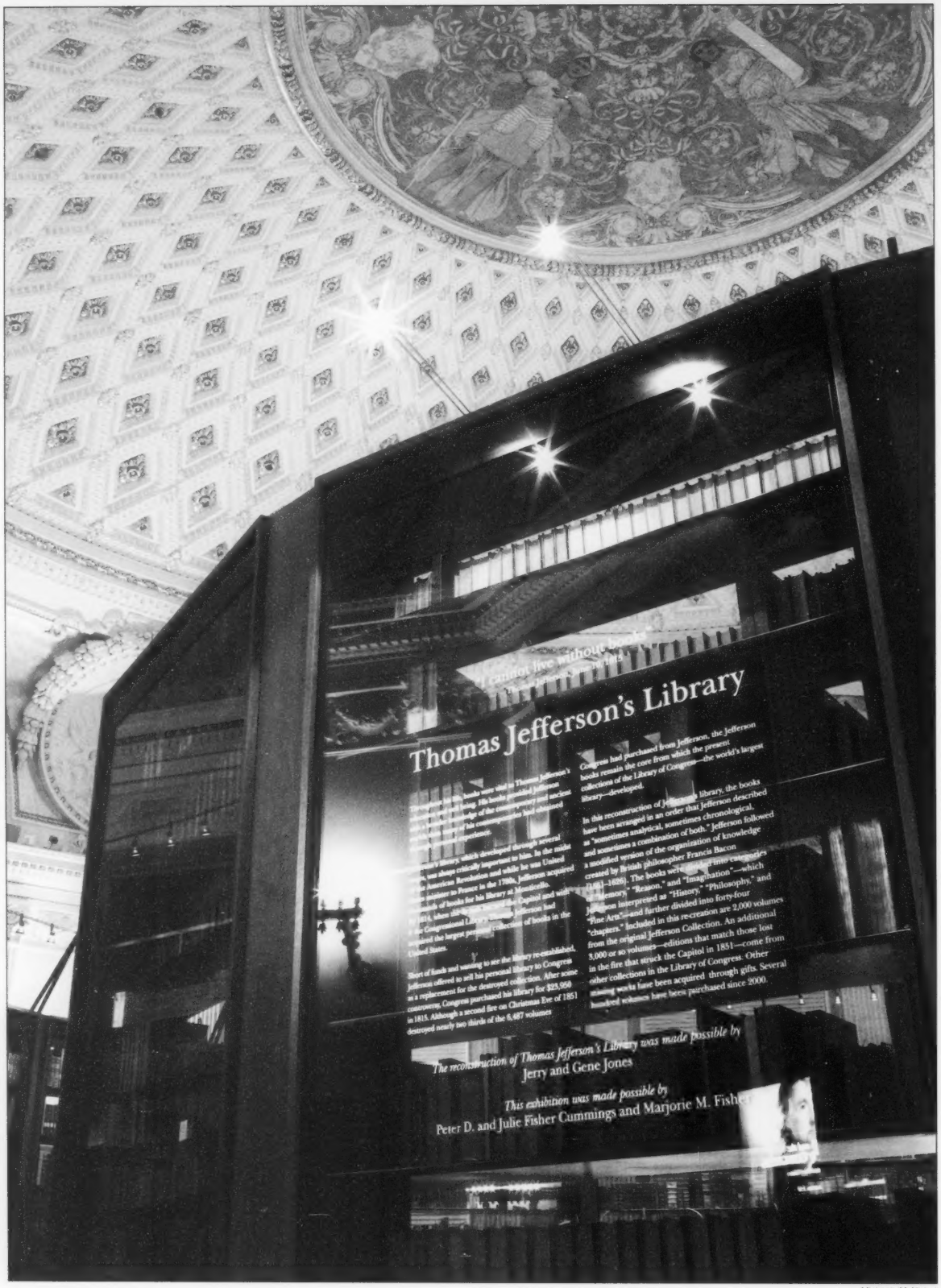
Scholarly detectives, after 10 years of quiet sleuthing deep in the Library's stacks and the international rare-book market, have matched more than 4,000 volumes that were missing from Thomas Jefferson's library after a U.S. Capitol fire destroyed nearly two-thirds of his books 157 years ago.

Of the original 6,487 volumes that Jefferson had sold to Congress in 1815, only about 2,000 remained following the fire that started from a faulty chimney flue on a frigid Christmas eve morning, at 7:30 a.m., Dec. 24, 1851, and spread through the congressional library housed in the Capitol.

By a vote of 71 to 61 on Jan. 16, 1815, the House of Representatives voted to approve the purchase of Jefferson's library for $23,950.

These original 2,000 books, plus the replacement copies, now constitute an exhibition titled "Thomas Jefferson's Library" in the Southwest Gallery of the Library's Thomas Jefferson Building, adjacent to the new exhibition "Creating the United States." These and several other special exhibitions opened with the new Library of Congress Experience on April 12, in the Thomas Jefferson Building. *(See Information Bulletin, May 2008.)*

During the past 10 years, Mark Dimunation, chief of the Library's Rare Book and Special Collections Division, and his staff have assembled all but about 300 titles that were in Jefferson's original library.


Thomas Jefferson's Library
The reconstruction of Thomas Jefferson's Library was made possible by
Jerry and Gene Jones
This exhibition was made possible by
Peter D. and Julie Fisher Cummings and Marjorie M. Fisher

Michaela McNichol

The display of Jefferson's library is showcased below the domed ornamented ceiling in the Southwest Pavilion—or the Pavilion of the Discoverers—in the Thomas Jefferson Building.

Describing the historical significance of Jefferson's complete collection, which he has come to know intimately during his immersion in the reconstruction project, Dimunation said in a recent speech:

"This was the collection that had nursed the Declaration of Independence, that had guided early American diplomacy, that had fueled innovations in American technology, and that assisted a Virginia planter. And now [with Congress's purchase of Jefferson's books in 1815] this collection, built around Jefferson's notion of universal knowledge, was to serve as the source of inspiration and ideas for the new republic."

Collection Forged by Fire

"The nucleus of the Library of Congress was forged in fire," Dimunation said in his retelling of the Jefferson library story, a story that begins with a 1770 fire that burned Jefferson's family home in Shadwell, Va., and consumed most of his first library consisting of some 200 volumes, including his law books and 40 books he had inherited from his father.

Jefferson's appetite for books grew well beyond replacement of his loss. Buying from booksellers in Philadelphia, Annapolis, Williamsburg and abroad, he had acquired 1,250 titles by 1773.

"When he departed the following year for Europe, he looked forward to greatly expanding his library, and, whenever he was not carrying out his duties as the American minister to France, he haunted the Parisian bookstalls and placed frequent orders with dealers in London and Europe," Dimunation said.

By the time he returned to America in 1789, Jefferson had more than doubled the size of his library, and he had "considerable debt to prove it," Dimunation said. By 1815, his collection had grown to 6,487 volumes.

"While Jefferson took great pride in the extent of his library, he was most pleased that his selections reflected care and erudition," Dimunation said. "His love of books and bibliography, his travels and his worldly learnedness, and his ample (though sometimes shaky) means provided him the unique opportunity to build a private library that was truly unrivaled in America."

Jefferson was not interested in a bibliophilic collection. "He was not buying first editions, the best editions, or the best copies," Dimunation said. "He wanted working texts, ordinary books for the 18th century. He was not building a gentleman's library for show. He was building a scholar's library to meet his needs as a philosopher, statesman, diplomat, scientist, planter, architect, musician and scholar."

He read and collected, in their original languages, Greek and Latin classics, books of contemporary 18th-century European philosophers and thinkers who influenced his thoughts on the rights of man. Jefferson also bought and used books on politics, law and history, books on art, architecture and music, books and pamphlets on all branches of science.

"He truly is the American enlightenment," Dimunation said. "He embodied the philosophy of the entire 18th century. He believed concerted rational thought focused on a problem would produce a reasonable solution. He studied the classics in order to construct his understanding of democracy and the republic in very much the same way he would approach a problem with his crops or a scientific question."

Although he was physically far removed from 18th-century Europe, Jefferson was connected by his library to the revolutionary new ideas that were brewing abroad. "One reason he built an enormous library was his need to feel at the center of the conversation, even though he was remote from it," Dimunation said.

"Books fed not only his theoretical, intellectual life but also served his daily needs for information—how to brew beer, how to mill lumber, how to keep accounts, beekeeping, planting experiments, discussions of the soil," Dimunation said.

As much as he treasured his personal library, Jefferson offered it to Congress on Sept. 21, 1814, to "recommence" the Library of Congress, which had burned one month earlier in the U.S. Capitol that the British—then at war with the United States—had torched on Aug. 24, 1814. In retirement in Monticello, he wrote the Library Committee of Congress a letter in which he described the history of his collection: "I have been 50 years making it, and have spared no pains, opportunity or expenses, to make it what it is." Commending the breadth and depth of his library, particularly in the sciences, and its usefulness to Congress, he argued: ".... there is, in fact, no subject to which a member may not have occasion to refer."

By a vote of 71 to 61 on Jan. 16, 1815, the House of Representatives voted to approve the purchase of Jefferson's library for $23,950 (the amount proposed by a Georgetown bookseller to the Joint Library Committee), but not without debate.

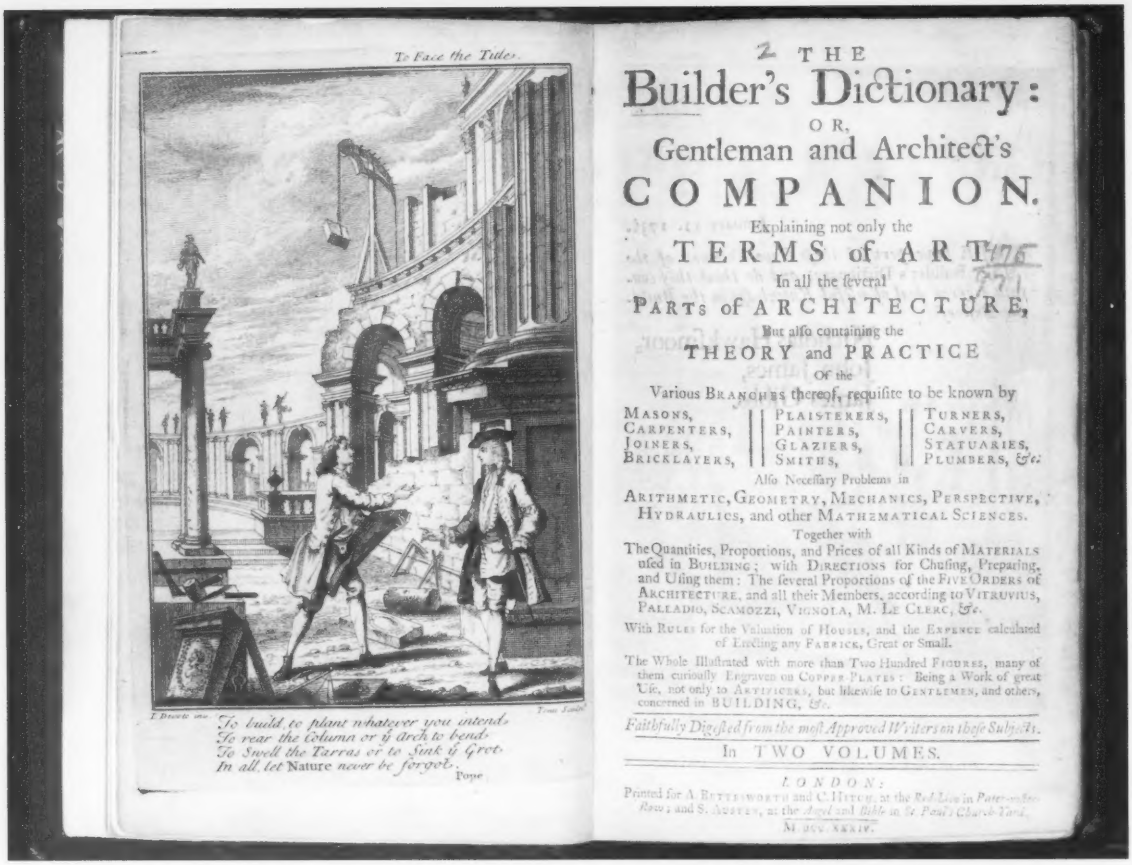
The Annals of Congress (28:1105-06) reported that "those who opposed the bill did so on account of the scarcity of money and the necessity of appropriating it to purposes more indispensable than the purchase of a library; the probable insecurity of such a library placed here: the high price to be given for this collection; its miscellaneous and almost exclusively literary (instead of legal and historical) character, etc. ...

"To those arguments, enforced with zeal and vehemence, the friends of the bill replied with fact, wit, and argument, to show that the purchase, to be made on terms of long credit, could not affect the present resources of the United States; that the price was moderate, the library more valuable from the scarcity of many of its books, and altogether a most admirable substratum for a National Library."

President James Madison, to whom Jefferson had shipped crates of books from Europe, approved the purchase on Jan. 30, 1815.

The following May, horse-drawn wagons following two alternate routes from Monticello to Washington transported the books. Each was wrapped in paper and reshelved in order in Jefferson's old pine bookcases that were nailed shut for the journey.

With its new foundation, the Library of Congress resided in Capitol space until the disastrous 1851 Christmas Eve fire destroyed 55,000 volumes, including two-thirds of Jefferson's library.



To Face the Title.

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To rear the Column or the Arch to bend,
To Swell the Tarras or to Sink the Grot;
In all, let Nature *never be forgot.*
Pope

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Also Necessary Problems in
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Together with
The Quantities, Proportions, and Prices of all Kinds of MATERIALS used in BUILDING; with DIRECTIONS for Chusing, Preparing, and Using them: The several Proportions of the FIVE ORDERS of ARCHITECTURE, and all their Members, according to VITRUVIUS, PALLADIO, SCAMOZZI, VIGNOLA, M. LE CLERC, &c.
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M. DCC. XXXIV.

Books of practical application are scattered throughout Jefferson's section on architecture. Among the works is "The Builder's Dictionary," a two-volume "gentleman and architect's companion" that covers all aspects of building design, construction and finishes. ***Rare Book and Special Collections Division***

Bicentennial Revives Library

In preparation for the Library's bicentennial celebration in 2000, Librarian of Congress James H. Billington promoted the idea of reconstructing and displaying Jefferson's library. Dimunation and his staff sifted through various Library collections and assembled some 3,000 volumes that matched descriptions of Jefferson's books contained in an annotated five-volume bibliography of Jefferson' original library, which E. Millicent Sowerby compiled over eight years of research and the Library published in 1952.

On display throughout the bicentennial year, 2000-01, Jefferson's reconstructed library included these books, plus missing volumes acquired as gifts over the years and several hundred items purchased with a generous gift bestowed on the Library for the reconstruction project by James Madison Council members Jerry and Gene Jones.

"Since then, we have made good progress," Dimunation said. "From the original desiderata of 1,012 items, the list has been reduced to fewer than 300 items outstanding. The remaining titles are sought out on the antiquarian market."

"This is a complicated and ambitious project, one that is subject to the whims of the antiquarian book market and to the parameters of Jefferson's universal approach to collecting," Dimunation said. "We are seeking the scarce as well as the common, the arcane as well as the mundane, and in nine different languages from three centuries published in all corners of Europe and the New Republic."

To keep suppliers from bidding up prices of books desired by the Library, Dimunation ordered Americana replacement copies largely through a single rare-book dealer.

Dan De Simone, curator of the Lessing J. Rosenwald Collection at

Gail Fineberg

Rare Book and Special Collections Division Chief Mark Dimunation shelves a book in the Jefferson's Library exhibition.

the Library, visited booksellers in three different countries in 2006 and purchased 130 items. These titles range from a folio of John Blair's "The Chronology and History of the World, from the Creation to the Year of Christ" (London, 1754) to Edmond Hoyle's short treatises on the games of whist, quadrille, piquet and bac-gammon (London, 1745-46) and an eight-volume treatise "concerning the manner of fallowing of ground, raising of grass seeds & training of lint & hemp for the increase & improvement of the linen manufacturers of Edinburgh."

Throughout the project, Dimunation and De Simone relied on Sowerby's painstaking scholarship and detective work, which Dimunation describes as "the greatest bibliography of the 20th century." She used a "much worked over holograph draft" based on Jefferson's holograph catalog of his collection, which had disappeared in the 19th century, and a catalog that was printed for Congress after the volumes arrived in Washington in 1815. Sowerby consulted Jefferson's manuscript writings and correspondence to annotate her work.

Memory, Reason and Imagination

In arranging Jefferson's library for display in tall wood-and-glass cases that encircle pavilion visitors, Dimunation has preserved Jefferson's original library-organization scheme, which Jefferson described as "sometimes analytical, sometimes chronological, and sometimes a combination of both."

Following a modified version of Francis Bacon's organization of knowledge, Jefferson grouped his books into three main categories—"History" (Memory), "Philosophy" (Reason) and "Fine Arts" (Imagination). He further subdivided these categories into 44 "chapters." For example, the broad category of History contains Ancient History and American History, as well as History–Natural, which includes Agriculture, Surgery and Mineralogy.

The Library followed Jefferson's organization scheme until the late 19th century, when Librarian Herbert Putnam began work on a more flexible Library of Congress Classification structure that now applies to more than 138 million items.

The Rare Book and Special Collections Division, which has preserved Jefferson's own books sitting neatly on iron shelves in a cool, dry, dim environment, became a staging area this month for assembling the permanent display. Like a choir director blending voices, Dimunation has been loading the original books onto carts and wheeling them from the stacks into the reading room. From other carts he added in the new acquisitions, the matching copies found in other Library collections, and book boxes indicating missing volumes—all according to Jefferson's master organization plan.

Then the carts were wheeled in order through the neighboring Hispanic and European reading rooms to the Southwest Pavilion, where Dimunation, De Simone and other staff placed the volumes in order in display cases that will conserve them in cool, dry conditions.

Viewers can spot Jefferson's original books by the green ribbons inserted in the books. Gold ribbons signify new purchases and no ribbons indicate volumes from the Library's collections. Book boxes printed with the author's names and titles indicate missing volumes.

Thomas Jefferson's Library will remain a working collection. Researchers wanting to use it may order books that will be retrieved from the display and served in the Rare Book and Special Collections Division Reading Room. "The Jefferson collection is the fourth most widely used collection in our division," Dimunation said.

Surrounded by Jefferson's old books and aided by new technologies, 21st-century viewers can immerse themselves in Thomas Jefferson's mind and his 18th-century world that produced a new experiment in self-governance, an experiment he understood could succeed only if enlightenment prevailed over ignorance. ◆

Gail Fineberg is editor of The Gazette, the Library's staff newsletter.

Because Jefferson received an education grounded in the classics, he naturally had a copy of the works of Julius Caesar in his collection. In this copy, Jefferson has cut the pages of the Greek translation and interleaved them with the Latin to produce a bilingual reading copy. ***Rare Book and Special Collections Division***

LIBRARY OF CONGRESS IN THE NEWS

By ERIN ALLEN

In April, the Library debuted its new "Experience" for visitors, bringing the institution's collections to life through cutting-edge, hands-on technology. *(See Information Bulletin, May 2008.)* A number of media outlets focused their stories on two new exhibitions, "Creating the United States" and "Thomas Jefferson's Library," which opened in conjunction with the new Experience. *(See stories on pages 95 and 103.)*

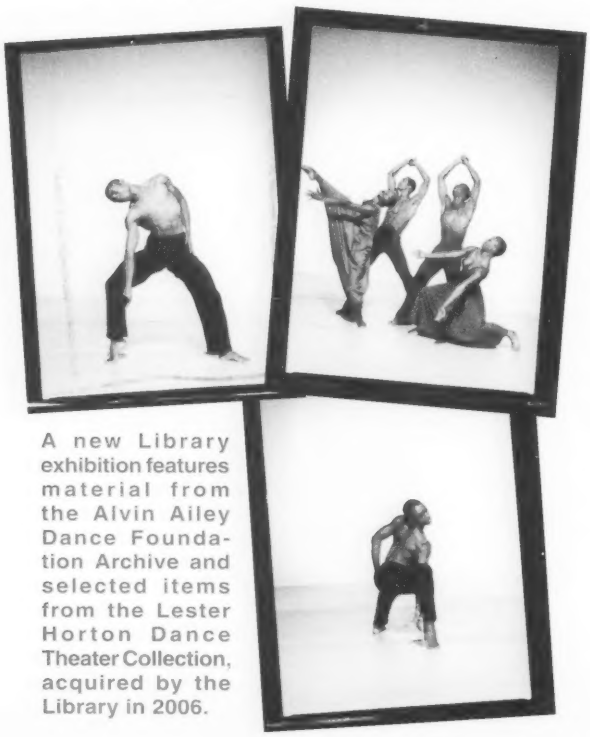
Amy Orndorff of **The Washington Post** interviewed Mark Dimunation, chief of the Library's Rare Book and Special Collections Division and curator of the Thomas Jefferson's Library exhibition. On display are more than 6,000 volumes—some originals and some replacements—arranged as they would have been nearly 200 years ago when Jefferson sold them to Congress.

"These are the books that made America," said Dimunation, adding that re-creating such a famous library has been a dream although not a very easy task.

Orndorff also spoke with rare-book curator Daniel De Simone, whom Dimunation dispatched to Europe to track down copies of the tomes. He was particularly successful in France, where Jefferson had served the young American republic as ambassador, which endeared him to many French people to this day.

"They wanted to play, they wanted to participate," said De Simone. "The Library of Congress is such an important institution in the rare book world … [and] Jefferson's is one of those iconic collections."

Orndorff's story also appeared in the **Boston Globe,** the **Seattle Times** and the **Richmond Times Dispatch**.



A new Library exhibition features material from the Alvin Ailey Dance Foundation Archive and selected items from the Lester Horton Dance Theater Collection, acquired by the Library in 2006.

• Brett Zongker of the Associated Press featured both the Thomas Jefferson's Library and Creating the United States exhibitions in an article that was syndicated in outlets such as the **Canadian Press,** the **Examiner** and Washington's **NBC4.com** and **wjla.com.**

"The Declaration of Independence looked a bit different before Benjamin Franklin got his hands on it, using a pen to scratch out the words 'sacred and undeniable,'" Zongker wrote. "Edits such as this are captured in a new exhibit that allows visitors to literally zoom in on specific words and phrases that formed the basis of the American republic."

Gerry Gawalt, curator of "Creating the United States," said, "It's the first time a visitor to the exhibit can actually see the changes that were made. We stress the creativity, the compromise and the cooperation that was needed to work their way through these documents and get a successful product."

• Dale McFeatters of **Scripps Howard News Service** gave the Library a "well done" in his editorial on the new Thomas Jefferson's Library exhibition. Sharing his sentiments were **Mississippi Press, Evansville** (Ind.) **Courier & Press, San Angelo** (Tex.) **Standard-Times** and **Knoxville News-Sentinel**.

• In May, the Library opened another exhibition, with a focus on its performing arts collections: "Alvin Ailey American Dance Theater: 50 Years as Cultural Ambassador to the World." *(See Information Bulletin, April 2008.)* The exhibition features material from the Library's Alvin Ailey Dance Foundation Archive and selected items from the Lester Horton Dance Theater Collection, which the Library acquired in 2006. *(See Information Bulletin, April 2006.)* Included are examples of Ailey's most notable creations, such as "Cry" and "Revelations."

Judith Jamison, the group's artistic director, told **Playbill** "All of our amazing history in the country's most prestigious library! It's hard to imagine."

Also running announcements of the exhibition were **Philadelphia Daily News,** the **Student Operated Press** and **artknowledgenews.com**.

• Digital technologies have radically transformed how copyrighted works are created and disseminated, and how libraries and archives preserve and make those works available. Section 108 of the Copyright Act in its current form provides limited exceptions for libraries and archives so that they may make copies to replace copyrighted works, but does not adequately address many of the issues unique to digital media. The Library convened an independent Section 108 Study Group in 2005, which issued its report on March 31, 2008. *(See Information Bulletin, April 2008.)*

Writing about the report, Andrew Albanese of **Library Journal** said, "While ambiguous, [the report] was hailed by some as a step forward. "The report offers one clear recommendation: the section 108 exception be extended to museums. Other recommendations include broad language that could be interpreted many ways by legislators."

Emily Yehle of **Roll Call** observed, "Changing copyright law is always a struggle. Publishers and authors want to ensure they can sell their works, while libraries want to preserve it all and make it available to the public." ◆

Erin Allen is a writer-editor in the Library's Public Affairs Office.

The Rule of Law

50th Law Day Examines Emerging Countries

By JANICE HYDE

This year marks the 50th anniversary of Law Day, instituted by the American Bar Association (ABA) during the late 1950s to draw attention to both the principles and practices of law and justice. President Dwight D. Eisenhower proclaimed the first Law Day in 1958.

To mark the occasion, the Law Library in the Library of Congress hosted a panel discussion on "The Rule of Law in Established and Emerging Countries."

Law Librarian of Congress Rubens Medina welcomed the panelists and the audience to the program. He observed that the concept of the rule of law has been "frequently challenged in the domestic setting as well as on the global stage."

"The Law Library has cultivated and advocated rule-of-law principles for over 175 years," said Medina. "We remain committed, through programs such as the annual Law Day event, to fostering the public's understanding and challenging the public's perception of the role law plays in a free society," said Medina.

Sen. Lindsey Graham of South Carolina, an attorney who served as an Air Force lawyer and an instructor at the Air Force JAG (Judge Advocate General) school as well as in private practice, offered opening remarks.

"Law keeps us pointed in the right direction when politics doesn't," said Graham. "If you find yourself in a courtroom, it will be about what you did and not who you are."

He expressed concern that the Senate confirmation process for U.S. federal judges has become politicized. He fears that politics, in conjunction with relatively low pay, may preclude the most qualified people from becoming judges.

Law has to be "a different place," he argued, "a quiet place where you park politics at the door."

Harry T. Edwards, judge for the U.S. Court of Appeals for the District of Columbia Circuit, moderated the panel and provided opening remarks to frame the discussion. He acknowledged that the rule of law is not an easy concept to define. It is, he argued, both concrete and aspirational.

Jacinda Gill

From left, Thomas Carothers, vice president for studies, international politics and governance, Carnegie Endowment for International Peace; Rosa Brooks, professor of law, Georgetown University; Rob Boone, director, American Bar Association Rule of Law Initiative; and Judge Harry Edwards, U.S. Court of Appeals for the District of Columbia Circuit join Law Librarian of Congress Rubens Medina at the annual Law Day event at the Library of Congress.

To illustrate that the rule of law is concrete, Edwards cited the existence of published and enforceable laws. Conversely, he noted that societies, such as dictatorships, can exist without the rule of law, making the concept aspirational. Under the rule of law, he argued, there is a constant struggle to balance the protection of individual liberties with the common good, while administering equal justice under the law.

Rob Boone, director of ABA's Rule of Law Initiative, declared that to be sustainable, the rule of law must be deeply rooted in a society. He noted that the ABA, while engaged in providing training for judges, lawyers and civil servants in 42 nations, has promoted a "culture of lawfulness." Citizens must have a respect for legal norms and traditions even if they fall short on enforcement. He believes that it is much more difficult to change societal attitudes than to alter institutions. Therefore, Boone said, the ABA has focused on long-term, broad-based civic education. For example, in Kosovo the ABA has developed a cartoon character, "Justice Kid," to educate children on issues related to the rule of law, including gender equality and human rights.

Georgetown University Law Center Professor Rosa Brooks, co-author of "Can Might Make Rights? The Rule of Law after Military Intervention," believes that "first and foremost, the rule of law is a culture," said Brooks.

She observed that a country may have all the institutions associated with the rule of law and well-written constitutions and laws, but these are meaningless if people do not have faith in these things. She believes this is the case in the U.S. as well as around the globe.

"The rule of law is only as strong as our ongoing commitment to it," she said. She added that our commitment to the rule of law must be displayed in order for the U.S. to promote the concept elsewhere in the world.

Thomas Carothers, vice president for Studies-International Politics and Governance at the Carnegie Endowment for International Peace, began by referencing an article he wrote 10 years ago. Written at a time when many countries in Europe were undergoing a transition to democracy and market economies, the article referred to the rule of law as "the elixir of transitions." A decade later, he observed that the concept of the rule of law continues to command respect even though there is less of a consensus about its definition. According to Carothers, there is widespread agreement that the rule of law is a positive concept.

Carothers suggested several reasons for its widespread appeal. First, the rule of law speaks to a human desire for justice—a universally attractive concept in and of itself. Additionally, the rule of law is such a broad concept that everyone, even people with opposing views, can find in it something that resonates with them.

The final panelist to speak was Kurt Schmoke, former mayor of Baltimore (1987-1999), now dean of Howard University School of Law. Schmoke described an election in Madagascar in December 2001, one year after the controversial U.S. presidential election of 2000, which was ruled upon by the Supreme Court. In Madagascar, six people were candidates for the presidency. Following the election, one candidate—not the incumbent—garnered more than 50 percent of the vote. When the incumbent refused to yield to the victor, the army did not take up arms, but rather the courts decided that the challenger had legitimately won the election. The United States and France initially refused to support the winner, but eventually, President Bush sent a letter endorsing the newly elected president.

"When we do support the rule of law, we can uplift the lives of millions," concluded Schmoke.

Judge Edwards then queried the panelists on whether or not they believe the rule of law exportable.

Boone responded that while he had not thought of the rule of law as exportable, there are positive examples and best practices to share in regard to what the ABA is trying to do to promote the rule of law.

For her part, Brooks does not believe the rule of law should be viewed as a transferable commodity. She prefers to think it is possible to pass along the concept through "cultural diffusion." In this regard, she argued, the United States has lost some of its ability to inspire others.

Carothers noted that the British exported the rule of law by occupying countries for more than 100 years, but he does not believe this approach is palatable today.

Schmoke pointed out that promoting membership in organizations such as the World Trade Organization or the World Intellectual Property Organization may be a way to drive cultural change.

Edwards then asked the panelists whether or not separation of church and state is intrinsic to the rule of law.

Carothers responded that in Great Britain there is a state religion and the absence of a constitution, yet the rule of law prevails. He suggested several fundamentals of the rule of law: those in power must be subject to the law; there must be fair and equal treatment under the law; basic rights must be protected; governmental power must be restrained with regard to the individual; and laws and their dissemination must be predictable.

Also, Carothers noted that in Singapore, where there appears to be a rule of law, the key power holders are not bound by the laws in the same way as most citizens.

"We should not confuse the rule of law with the rule by law," concluded Edwards. ◆

Janice Hyde is a program officer in the Law Library.

Library Celebrates Jewish Heritage Month

In 1654, after Portugal recaptured Brazil and expelled its Jewish settlers, a group of 23 Jewish refugees arrived in New Amsterdam (now New York City) seeking a safe haven and ultimately made a home for themselves and their descendants in the New World. In 2004, the 350th anniversary of this historic event was observed across the country and at the Library of Congress. On the heels of this observance, the House and Senate passed resolutions and President George W. Bush proclaimed that, beginning in 2006, the nation would commemorate American Jewish Heritage Month during the month of May.

The Library of Congress marked 2008 Jewish American Heritage Month with several lectures and a new Web presentation. This year's national theme was "The American Jewish Experience."

Sponsored by the Hebraic Section of the Library's African and Middle Eastern Division, Marsha Rozenblit delivered the Ninth Annual Myron M. Weinstein Memorial Lecture on the Hebraic Book on May 6. The lecture focused on Viennese Jews in the 19th Century. Rozenblit is the Harvey M. Meyerhoff Professor of Modern Jewish History at the University of Maryland. The lecture series honors Myron M. Weinstein (1927-1998), whose 29-year tenure at the Library was spent in the Hebraic Section.

Joan Nathan spoke on May 7 following a screening of clips from her PBS series "Jewish Cooking in America."

On May 15, Marc Lee Raphael discussed his new book "The Columbia History of Jews and Judaism in America" (Columbia University Press, 2008. Raphael is the Nathan and Sophia Gumenick Professor of Judaic Studies and chair of the Department of Religion at The College of William and Mary.

The Library's extensive holdings include numerous items pertaining to Jewish history and Jewish Americans. Some of these items were featured in an exhibition titled "From Haven to Home: 350 Years of Jewish Life in America," which is accessible online at **www.loc.gov/exhibits/haventohome/** and in a companion publication that can be ordered at **www.loc.gov/shop/**.

A Jewish American History Month Web site is accessible at **www.jewishheritagemonth.gov**. This Web portal is a collaborative project of the Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum. ◆

D.C.: No Child Left Behind

District Chancellor Outlines Vision and Mission

By AUDREY FISCHER

Michelle Rhee is a woman with a mission. Appointed Chancellor of D.C. Public Schools in June 2007, she has oversight of more than 50,000 students in 144 schools, and fully intends to be their advocate.

Rhee, who recently delivered the Asian Pacific American Heritage Month keynote address at the Library (available at **www.loc.gov/webcasts/**), discussed the "crisis in public education" and her plans for improving the D.C. schools.

"It's important for me to speak to different forums, because if people just see me on television, they might think I'm the craziest person in the entire city," said Rhee, referring to media coverage of her plan to close 23 local schools and her reputation for firing teachers and principals.

Having been appointed by D.C. Mayor Adrian Fenty on his first day of office, she said many felt that the proper process for hiring the school chancellor was circumvented. Before long, she said, the question in many people's minds was, "Who is this little 37-year-old girl Korean girl from Toledo, Ohio?" While the Asian community was proud, Rhee joked that she is keenly aware of their concern that she might ultimately make them look bad.

Rhee said she has the full support of the mayor to assess the problem and do what she sees fit. According to Rhee, Fenty has made clear that "No one is allowed to say no to Michelle but me [Fenty]."

"He's unlike any other politician you will ever see. He is focused on education and he shows you with his actions," Rhee said.

By Rhee's account, the problem with the D.C. schools was caused by "a complete and utter lack of accountability" in a system that is "driven by politics and adult interest." Still, many view the firing of teachers and administrators as "unfair."

"Let's talk about what's fair," said Rhee. "We've had failing schools for years while adults kept their jobs. Let us not let children languish under their care."

Nancy Alfaro

D.C. Schools Chancellor Michelle Rhee launches the Library's Asian Pacific Heritage Month Web page on May 7. To her right are Librarian of Congress James Billington and Woon Hyoun, chairman of the Library's Asian Pacific American Heritage Month committee.

In the case of a school system where employees can be fired only for "egregious" violations," Rhee believes "egregious incompetence" should be sufficient. She cited several examples of gross misallocation of funds as a result of people failing to complete the proper paperwork. In her opinion, that should be grounds for firing.

"Sending someone home for $40,000 a year might be the most efficient thing I can do," said Rhee, referring to administrators who cost the system significantly more money than they are paid and teachers who fail to inspire their students.

"Teacher quality is everything," said Rhee, who founded the New Teacher Project to address the challenge of new teacher hiring. Since its inception in 1997, the organization has recruited, prepared and certified 28,000 teachers and established more than 55 programs in over 200 school districts in 26 states.

She recounted her observation of two classrooms in the same inner city school. One teacher had the students fully engaged in a lesson while another merely flicked the lights on and off, trying to achieve basic discipline. By not firing substandard teachers, Rhee feels the system is "forsaking the lives and futures of children for the best interest of a few hundred adults."

"The bottom line is that public education is supposed to be the great equalizer. But that's not the reality in our nation's capital today. We are still allowing color of skin and zip code to dictate our children's educational attainment and fate. The projection of how many prisons to construct is based on the reading levels of third grade African American males. This is the civil rights issue of our time. We must live up to the promise to our children to make sure they have access to education and a shot in life."

For more information on the Library's celebration of Asian Pacific American Heritage Month, go to **www.loc.gov/topics/asianpacific/**. ◆

Americans Read, Understand Less

NEA Study Offers Dire Assessment

By ERIN ALLEN

"Read in order to live," French novelist Gustave Flaubert once said. But today's teenagers and young adults aren't reading to live or living to read. A 2007 research report from the National Endowment for the Arts (NEA) about the state of reading in the United States reached three conclusions: Americans spend less time reading; reading comprehension skills are eroding; and these declines have serious civic, social, cultural and economic implications.

Sunil Iyengar, director of the NEA Office of Research and Analysis that produced "To Read or Not to Read: A Question of National Consequence," discussed the report's finding and potential consequences in a program sponsored by the Center for the Book on May 8.

"First of all, you should be proud you are here," said Iyengar, addressing the audience gathered at the Library of Congress on May 8. "This type of critical mass is hard to accomplish when discussing topics about reading, books and literature. There has been a deterioration in civic involvement in concern about reading."

In 2004, the NEA published "Reading at Risk: A Survey of Literary Reading in America." That study showed that Americans in almost every demographic group were reading fiction, poetry and drama—and books in general—at significantly lower rates than 10 or 20 years earlier, with declines steepest among young adults. This newest 2007 study attests to the diminished role of voluntary reading in American life.

Young Adults Read Less

According to the 2007 report, young adults read fewer books in general. Nearly half of all Americans ages 18 to 24 read no books for pleasure. And reading is declining as an activity among teenagers. Less than one-third of 13-year-olds are daily readers.

"Nine-year-olds had the highest percentage" of reading for fun, said Iyengar. But teens and young adults read from seven to 10 minutes a day, which is about 60 percent less time than the average American spends reading.

"Television and online activities seem to take up the most time," said Iyengar. "Fifteen- to 24-year-olds actually have the most leisure time of all age groups," but they spend up to two-and-a-half hours per day watching TV, he said.

Even when reading does occur, it not only competes with the television but also other media, such as video games, instant messaging and e-mailing.

The 2007 survey concluded that the number of books in a home is a significant predictor of academic achievement, and today, Americans spend less on books than in the past two decades.

"In our survey, we also controlled for parental education, which was the closest we could come to income," said Iyengar. It was found that poorer households with books tested higher than wealthy households with few to no books.

Evidence suggests that modeling behavior by "reading in front of your kids and reading with your kids" instills respect for books, Iyengar said. "However studies show that fewer than 5 percent of kids are read to."

The 2007 survey also found that college attendance no longer guarantees active reading habits. "The number of nonreaders jumped from 21 percent to 39 percent as high school seniors became college freshmen," said Iyengar. "As seniors became college grads, the number of nonreaders increased to well over 50 percent."

Comprehension Declines

The 2007 survey states that as Americans read less, their reading skills worsen, especially among teenagers and young males. Seventeen-year-olds, in particular, have failed to sustain improvements in reading scores for more than 30 years. By contrast, the average reading score of 9-year-olds has improved.

"Reading proficiency rates are stagnant or declining in adults of both genders and all education levels," said Iyengar. "This includes degree holders."

The survey shows that reading for pleasure strongly correlates with academic achievement. The average reading score for high school seniors who read for pleasure almost every day was 302. Those who hardly ever read scored an average of 274. Frequent readers also score better on writing tests than nonreaders or infrequent readers.

Readers Earn, Vote More

"Employers now rank reading and writing as the top deficiencies in new hires," said Iyengar.

According to the report, remedial writing courses are estimated to cost more than $3.1 billion for large corporate employers and $221 million for state employers.

For those who read well, more than 60 percent have jobs in management, or in the business, financial or professional sectors.

"This segment is more likely to earn $850 or more dollars a week," said Iyengar. "By contrast, less advanced readers report fewer opportunities for career growth and are more likely to be out of the workforce."

In addition, nonreaders or deficient readers are less engaged in cultural and civic life.

"Forty-three percent of good readers volunteer, versus 16 percent of nonreaders," said Iyengar. "This group is also more likely to exercise, visit museums, play sports or do outdoor activities."

"Good readers also vote at higher rates," he added. "In the 2000 election, 84 percent voted versus 53 percent of below-basic readers."

Iyengar offered some words of advice as he concluded his presentation, saying that those who do read need to widen the circle. He mentioned a positive outcome that resulted from "The Big Read" program, which is based on the one-book, one-community model. "We've had good feedback on communities coming together to talk about books and reading."

"My optimism is at least we have data that shows how central reading is to positive outcomes," he concluded. ◆

Erin Allen is a writer-editor in the Library's Public Affairs Office.

The World According to Albright

Former Secretary of State Offers Guidance

By AUDREY FISCHER

President Warren G. Harding once said he wished there was an instruction manual for the presidency. Former Secretary of State Madeleine Albright has published a manual of sorts for the next president.

Albright spoke about her new book, "Memo to the President Elect: How We Can Restore America's Reputation and Leadership," and afterwards answered questions from a standing-room-only audience at the Library. She also signed copies of her book.

Librarian of Congress James H. Billington introduced Albright at the May 6 event, sponsored by the Library's Center for the Book as part of its Books & Beyond series.

Albright said her book is "meant to be read on election night" by the person facing "one of the most difficult presidencies we've seen in a long time." But the book also provides the rest of us with the insights of the former foreign policy advisor to the leader of the free world (1997-2001).

"The world is a mess," said Albright. "That's a diplomatic 'term of art,'" she quipped.

Given the complexity of the global situation, Albright emphasized, the next president should appoint people with diverse viewpoints to the Cabinet and be willing to listen to all opinions from "the team."

"We need a confident but not a certain president," she said. "Not one who doesn't know what he doesn't know."

After taking a historical look back at past presidencies, Albright focused her "memo" on the concrete issues facing the next president. These she identifies as (1) how to fight terrorism without creating more terrorists; (2) how to deal with nuclear proliferation; (3) how to manage globalization; (4) how to address global warming and energy security; and (5) how to do all of the above while restoring the good name of American democracy.

"I love democracy," said Albright, "I think it's the best system in the world. But democracy has to deliver. People want to vote and eat. You can't impose democracy. That's an oxymoron."

Born in Czechoslovakia, Albright is a naturalized U.S. citizen who feels fortunate and proud to have represented her country all over the world. But she is pained by what she perceives as a decline in America's reputation.

"This isn't high school. I don't care if people like us. It's a matter of protecting our national interest. We don't want to be perceived as out of step or a legal pariah. It would behoove us to move within a legal system that has worked," she said.

Barry Wheeler

Madeleine Albright at the Library on May 6.

"America used to stand for the Marshall Plan. Now [for many] it stands for "Guantánamo and Abu Ghraib," said Albright, referring to U.S. treatment of prisoners of war.

"America's foreign policy needs to be moral, with a concern for human rights and the rule of law. I believe in the goodness of American power. That's why I am so troubled by America's reputation due to the mess we've made in Iraq," she said.

"Iraq is the greatest disaster in American foreign policy—worse than Vietnam. We have the strongest military in the world. We owe them a great debt of gratitude. They are doing all we have asked and more. But the situation in Iraq requires a political solution, not a military one."

Albright advocates a multilateral approach, which she defines simply as "doing things with others ..."We can't have solutions without listening."

She is adamant that the U.S. must get out of Iraq. "We have to end the war. There are no good options in Iraq. Just the least-worst."

Albright mentioned a few of the world's "hot spots," in addition to Iraq, that will have to be addressed by the next president—Afghanistan, and other "unintended consequences of our foreign policy" such as Pakistan and Iran.

"We need Pakistan," said Albright. "We've closed our eyes too long to their coup against the rule of law."

Albright expressed her deep concern about genocide in African nations such as Darfur and Congo. She also noted that more attention needs to be paid to Latin America.

In a question-and-answer period, Albright addressed some of the problems of the American presidency that are closer to home such as government bureaucracy and divisiveness between the executive and legislative branches of government. The basic question, according to Albright, is how to have "checks and balances without gridlock."

Of the lengthy presidential nomination process, Albrights said she "we should applaud it as an exercise in democracy." She hopes that people listen to the candidates directly rather than the through the filter of media sound bites.

And she hopes the next president will be mindful of the limitations of the Oval Office as well as its opportunities.

"I hope he or she reads my book." ◆

The Difficult Art of Translation

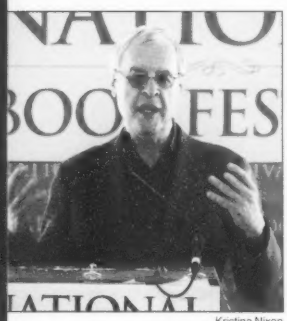
Poet Laureate Closes Literary Season

By DONNA URSCHEL

Robert Frost once remarked, "Poetry is what gets lost in translation," and many literary types find translation to be a near-impossible task. For Poet Laureate Charles Simic, however, translating poetry from other languages, mostly Eastern European, is an activity filled with passion and dedication.

Simic, in his final appearance as U.S. Poet Laureate Consultant in Poetry, presented a lecture "The Difficult Art of Translation" in the Montpelier Room at the Library of Congress on May 8.

"I wanted to talk about translation because it is something that I have done for close to 50 years, and I have some ideas about translation and its difficulties," Simic said. "People have said that translation is a labor of love, and it is, because nobody gets paid very much for translating anything."



Kristina Nixon

Charles Simic

Simic, who has written 20 volumes of poetry in English and 13 books of poetry translations, first explained the argument of the naysayer. "Many things have been said against translation: Translation is impossible. How can one translate poetry?" After all, he said, it is true that the genius and character of people are contained in the language they speak; imagination is rooted in language, geography and culture of a land; and no two languages share identical context.

"Can one translate a culture, its world view, its metaphysics? There exists not only idiomatic language and idiomatic imagination, but the accumulative effect of idiomatic usage. How can it be translated? Can one convey in another language what is of immediate value to a native reader?" This line of thinking, said Simic, is the usual argument against translation.

The argument in defense of translation is called the utopian view. "Every culture in the world is enriched by another country's literature," Simic said. "Translators were the first multi-culturalists, looking at other languages and other traditions and finding something that they wanted to translate and share."

Simic added, "Even in this claim that to translate poetry is impossible, I find an ideal situation. Poetry itself is about the impossible. All arts are about doing the impossible. That's they're attraction. How does a poet take an experience, big or small, and convert it into 14 lines? But it's done."

Simic started translating as a senior in high school, soon after he immigrated to America from Yugoslavia in 1954. He ran across poems in the Serbian language that he wanted to share with his friends. The first poem he translated was "The Message of King Sakis and the Legend of the 12 Dreams He Had in One Night."

His translating activity pick up in 1960, when he moved to New York City and spent a lot of time at the New York Public Library. He said, "I discovered the Slavic Section."

Translating poetry is an "act of love, an act of supreme empathy," Simic said. "I was astonished as I got deeper into translating, the way I could dismantle a poem to a particular degree that I never did as a teacher of literature. I love the close, meticulous readings. Translating is like being a medium, standing in the shoes of the person you're translating; one becomes another. It is the closest possible reading of a literary text."

According to Simic, lyric poetry is the toughest, hardest to translate. "It's formally concise and doesn't have much subject matter. In a lyric poem, little is said and much is meant. What you experience in a lyric poem is entirely determined by the language."

Simic read several of his favorite translations. The poems are included in Simic's book "The Horse Has Six Legs: An Anthology of Serbian Poetry" (1992). They included "Questionnaire of Sleeplessness" by Miodrag Pavlovic; "Outhouse," "Monastic Outhouse" and "Out in the Open" by Aleksandar Ristovic; "To Phaedrus" by Jovan Hristic, and "The Little Box" by Vasco Popa. An excerpt from "The Little Box":

> … The little box remembers her childhood
> And by a great longing
> She becomes a little box again
> Now in the little box
> You have the whole world in miniature
> You can easily put in a pocket
> Easily steal it lose it
> Take care of the little box

At the beginning of the lecture, Simic told the audience that he thoroughly enjoyed his year as U.S. Poet Laureate. "I grew to admire this institution, this library, the Library of Congress. I spent my entire life—the serious life, the life that I value—in libraries. I started when I was a kid, continued as a young man and I still go to libraries. To come to the ultimate library, the world's greatest library, to be working with idealists dedicated to preserving this noble institution is a great, great honor," Simic said.

He finished the lecture (available at **www.loc.gov/webcasts/**) by reading one of his own poems, "In the Library," from his volume "The Voice at 3 A.M." (2003). An excerpt:

> … Now the sun is shining
> Through the tall windows.
> The library is a quiet place.
> Angels and gods huddled
> In dark and unopened books.
> The great secret lies
> On some shelf Miss Jones
> Passes every day on her rounds
> She's very tall, so she keeps
> Her head tipped as if listening
> The books are whispering.
> I hear nothing, but she does. ◆

Donna Urschel is a public affairs specialist in the Library's Public Affairs Office.

Conservation Corner

Solutions for Treating Iron-Gall Ink Artifacts

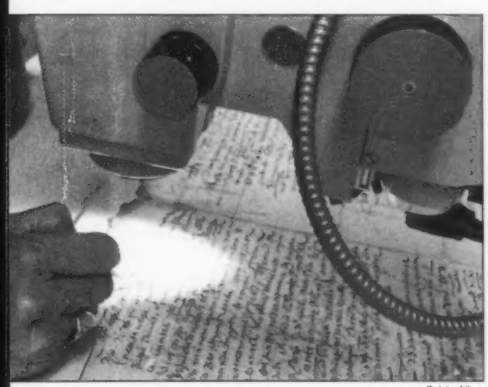
By SYLVIA ALBRO and JULIE BIGGS

The focus on new research and methodologies for iron-gall ink treatment at the Library of Congress has resulted in an array of practical tools for use by conservators in libraries, archives and museums worldwide.

Iron-gall ink was the primary writing ink used from 12th through the 19th centuries in the Western world. Popular with artists, architects and mapmakers, iron-gall ink is found in abundance in paper-based collections at the Library of Congress.

The Manuscript Division holds many seminal documents by the Founding Fathers written in iron-gall ink and it is well represented in other collections, such as maps in the Geography and Map Division; art and architectural drawings in the Prints and Photographs Division; scores by famous composers in the Music Division; and ancient manuscripts in the African and Middle-Eastern Division. Some of the documents are featured in the Library's new exhibition, "Creating the United States." *(See story on page 95.)*

By the end of 2007, many important artifacts received treatment including the following items that will be displayed in the Library's exhibit spaces in the Jefferson Building and the new Capitol Visitors Center:



Sylvia Albro

A conservator tests the solubility of an iron-gall ink document under the stereo-microscope.

- George Washington's annotated draft of the U.S. Constitution
- Benjamin Franklin's copy of the First Continental Congress Petition to the King
- Two copies of William S. Johnson's annotated drafts of the U.S. Constitution
- Thomas Jefferson's copy of Franklin's Articles of Confederation
- Thomas Jefferson's 1801 Inaugural Address

Recipe for Disaster

Many different recipes for iron-gall ink are recorded in historical texts; the most common ones had four main ingredients: oak-tree galls, iron sulfate, water, and gum arabic. The galls were mixed with water to release tannins, which reacted with iron sulfate to form a dark-colored solution.

Gum arabic was then added to ease the flow of ink in quill pens and later, in metal-nib pens. The relative proportions of these ingredients, along with other additives, determined the ink's stability over time. Often the amount of iron added to the solution was in excess of what was needed for a balanced chemical formula, resulting in ink corrosion, a degradation process that involves two chemical reactions: iron-catalyzed oxidation and acid hydrolysis.

Paper artifacts affected by ink corrosion are acidic, discolored, brittle, and sometimes even riddled with holes. Iron-gall ink corrosion is seen in huge numbers of historical artifacts in museums, archives and libraries around the world and corroded artifacts are difficult to access without further damage or potential loss.

Beginning in the late 19th century, various treatments were utilized to combat ink corrosion, such as lining the item with paper or silk cloth, or lamination with cellulose acetate. Although well-intended, they were largely methods to reinforce the damaged paper but did not address the chemical corrosion of ink, and often resulted in treated items becoming even more fragile in the long term. Later attempts to treat the ink focused on reducing acidity but did not deal with the bigger problem of iron-catalyzed oxidation.

Yasmeen Khan

Cyntia Karnes evaluates the state of ink deterioration using the iron spot test.

Research

The Library of Congress's Conservation Division has spent the last six years investigating condition problems associated with iron-gall ink-inscribed artifacts. The work was prompted by the emergence of exciting new research results from Europe, the need to evaluate this new research, update conservation procedures at the Library, and where appropriate, adopt or develop new tools and innovative treatments for iron-gall ink on paper.

Within the last decade, several international groups have studied iron-gall ink corrosion and methods to treat it. Researchers from the Netherlands Institute for Cultural Heritage (ICN), in particular, developed a spot test for iron that aids in assessing the stability of historical iron-gall ink, and introduced a breakthrough chemical treatment for ink corrosion that combats both oxidation and acidity in ink-inscribed paper.

A significant technological advance was the commercial introduction of multi-spectral imaging systems, one

of which the Conservation Division purchased in 2005. These systems have different wave bands on the light spectrum that can be used to identify iron-gall ink non-destructively, to determine the condition of historical ink, to evaluate treatment, and to enhance faded and illegible texts.

In 2002, the Conservation Division invited the ICN researchers to present their work at the Library, which shortly thereafter initiated its own research project by establishing the Iron-Gall-Ink-Corrosion (IGIC) Group. This group, comprised of staff conservators and a scientist from the Preservation Research and Testing Division, tested commonly used Conservation Division treatment protocols alongside the recently developed European protocols. While awaiting the conclusions of the research, conservators delayed the treatment of many important iron-gall ink-inscribed artifacts. The first phase of the project was completed in mid-2005 and the Group approved a variety of successful treatment options that could be used for typical Library of Congress artifacts, depending on the chemical makeup of the collection item and its physical condition.

Remedy

The Protocols for Iron-gall Ink Treatment (PIT) Group was formed in 2005 to develop a package of examination and treatment guidelines for staff to use on iron-gall ink-inscribed artifacts. The group studied the research results, proposed different methodologies that conservation staff members were invited to test and evaluate, formulated decision-making flowcharts called "Treatment Trees," and provided written instructions and training for staff on approved procedures. In this way a unified approach to the preservation of iron-gall ink artifacts in Library of Congress collections was adopted and consistent practices are now being followed and documented for the historical treatment record.

Library of Congress conservators have successfully presented their work at American Institute for Conservation conferences in 2004, 2005, 2006, the Institute of Conservation conference in Edinburgh, Scotland, in 2007, and the American Institute for Conservation conference in Denver in April 2008.

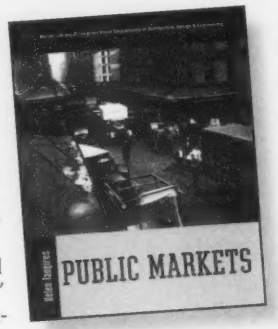
As the Conservation Division's iron-gall ink initiative progresses, it has ongoing relevance not just for the Library's collections but also for conservators who are responsible for historical iron-gall ink collections internationally. ◆

Sylvia Albro and Julie Biggs are senior paper conservators in the Conservation Division.

Public Markets

New Library Publication Features Architecture

The activity of buying and selling food and other commodities has shaped towns and cities for centuries. At the heart of this exchange stand public markets—the buildings and spaces where marketing has taken place dating back to antiquity. Public markets persist today as the most enduring form of global, urban food exchange, with a strong sense of tradition continuing to inform their architecture and design.



Published by the Library of Congress and W.W. Norton & Company, "Public Markets" by Helen Tangires is a richly illustrated compendium of the wide variety of architectural structures devoted to the urban marketplace. Designers, urban planners and those intrigued by the intersection of history, commerce and architecture will find "Public Markets" to be a singular resource on the subject.

Drawn from the Library's unparalleled collections, more than 800 historical and contemporary photographs, architectural drawings, maps, and posters from around the world depict the many types of public markets: open-air, street, enclosed market houses, central markets and wholesale terminal markets. Examples are organized in sections that define the form and function of these principal market types.

"Public Markets" is the sixth volume in the Norton/Library of Congress Visual Sourcebooks in Architecture Design and Engineering series and the first to be international in scope. The series is a project of the Center for Architecture, Design and Engineering in the Library of Congress, directed by C. Ford Peatross. "Public Markets" joins "Barns" by John Vlach, "Canals" by Robert Kapsch, "Theaters" by Craig Morrison, "Lighthouses" by Sara E. Wermiel and "Bridges" by Richard L. Cleary.

Helen Tangires is the administrator of the Center for Advanced Study in the Visual Arts at the National Gallery of Art in Washington, D.C. She is the author of "Public Markets and Civic Culture in Nineteenth-Century America" (2003) and is a frequent contributor to books and journals. She holds a Ph.D in American Studies from the George Washington University.

Established by a bequest from the distinguished American architect Paul Rudolph, the Center for Architecture, Design and Engineering in the Library of Congress preserves and makes accessible to the public the Library's rich collections in those subject areas. For more information, go to **www.loc.gov/rr/print/adecenter/adecent.html**.

"Public Markets," a 336-page hardcover book with 850 images, is available for $75 in bookstores nationwide and through the Library's Sales Shop, Washington, D.C. 20540-4985. An accompanying CD-ROM contains high-quality downloadable TIFF files of all the illustrations and direct links to the library's online, searchable catalogs and image files. Credit card orders are taken at (888) 682-3557. Online orders can be placed at **www.loc.gov/shop/**. ◆

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News from the Center for the Book

River of Words Combines Art, Environment

By JOHN Y. COLE

Children, teenagers and adults came to the Library from around the country in May for the annual awards ceremony for the "River of Words" environmental poetry and art contest for young people in grades K-12. The contest is designed to promote literacy, the arts and environmental awareness.

Since 1995, the Center for the Book in the Library of Congress has cosponsored the annual competition with River of Words, a nonprofit organization. On the local level, a number of state centers for the book sponsor their own River of Words competitions.

This year for the first time, the U.S. Environmental Protection Agency (EPA), by transferring funds through the Center for the Book, joined private donors and foundations in supporting the international contest. Ben Grumbles, assistant administrator for water at EPA, said it was an honor for the agency to be associated with River of Words and praised the program for raising awareness about the importance of protecting the environment.

In the audience for the awards program at the Library were student winners and finalists, their families and teachers, environmentalists and members of the public. As in past years, the moderator of the event was former U.S. Poet Laureate Robert Hass (1995-1997), who, along with Pamela Michael, co-founded River of Words. In addition to sponsoring the competition, the organization trains teachers, park rangers, youth leaders and others in ways to incorporate nature exploration and the arts into their work with young people.

With encouragement from Hass, 18 young poets read their poems and 8 young artists displayed and discussed their artwork. Jack Baker read his award-winning poem "Sewer."

Each year, a River of Words "Teacher of the Year" is honored at the annual awards ceremony. This year that award went to John Robrock, an art teacher at San Benito High School in Hollister, Calif., whose student Josh Vega, won a National Art Grand Prize. Robrock, whose students have won nine California state awards for their art, spoke about his work as an educator and the importance to young people of participating in such contests as River of Words.

"River of Words: Young Poets and Artists on the Nature of Things," a colorful new book about the project, was introduced at the May ceremony. Featuring poems and works of art that emerged from River of Words' annual contests over the past 12 years, the anthology includes diverse voices as well as several bilingual poems. Published by Milkweed, the compilation may be ordered in paperback ($21.60) or hardcover at **http://riverofwords.org/store/**. To view the event, go to **www.loc.gov/webcasts/.** ◆

John Y. Cole is the director of the Center for the Book.

About the Contest

Submissions come from around the world, in English, Spanish and American Sign Language (submitted on DVD). The contest is open to any child in the world, ages 5 through 19.

Students may enter on their own or as part of a group. About 100 poems and artworks from national and international students are selected as finalists each year. In addition to the international prize in either art or poetry, eight grand prize winners are chosen from the U.S. entries (four in poetry and four in art, in four age categories), and a special prize is awarded for a haiku poem.

The deadlines for the 2008–2009 contest are Feb. 15, 2009 (U.S), and March 1, 2009 (international). For further details and a complete list of current and past winners and finalists, visit **www.riverofwords.org**.

2008 River of Words Winners

International Grand Prize (Art): W. Sasini Navoda, age 10, Sri Lanka

National Poetry Grand Prizes: Jack Baker, age 7, Denver, Colo., Maggie Gallagher, age 11, Berkeley, Calif., Patty Schlutt, age 13, Grand Rapids, Mich., Elowyn Corby, age 17, Santa Cruz, Calif.

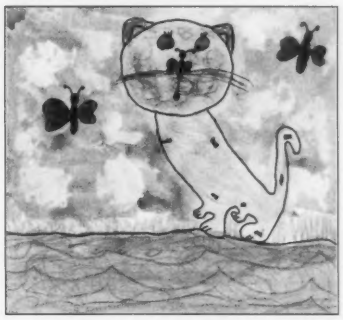
National Art Grand Prizes: Marissa Salber, age 7, Omaha, Neb., Nina Dorje, age 8, Ann Arbor, Mich., Shauna Black, age 14, Pleasanton, Calif., Josh Vega, age 17, Hollister, Calif.

Monkey's Raincoat Haiku Prize: Sabrina Wong, age 9, Weston, Mass.

Shasta Bioregion Prize: (Honoring a student from the San Francisco Bay Area): Robert Chan, age 10, San Francisco, Calif.

Teacher of the Year: John Robrock, San Benito High School, Hollister, Calif.

Opposite
"Near the River in the Afternoon"
International Grand Prize Winner
W. Sasina Navoda, age 10



"Who is That?"
National Grand Prize Winner
Marissa Salber, age 7

Monkey's Raincoat Prize (Haiku)

"Nature's Showcase"
Dew on silken strand
Finer than Tiffany
boasts—
Oh Spider, More! More!
Sabrina Wong, age 9

"Trash Kills"
National Grand Prize Winner
Shauna Black, age 14

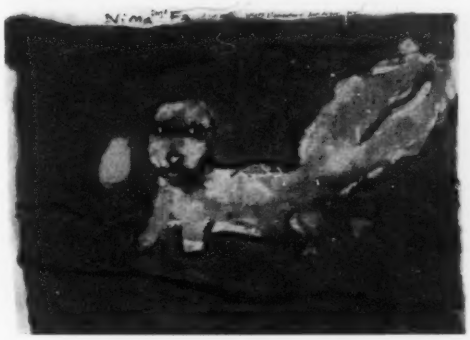
"Polar Flight"
National Grand Prize Winner
Josh Vega, age 17

2008 Grand Prize Winner Category I (Grades K-2)

"Sewer"
Rats roaming down here.
Water flowing like music from the oboe.
Dangerous gases float in the air
Down here underground.
Jack Baker, age 7

Shasta Bioregion Prize

"The Singing Solar System"
I am the ragged obsidian solar flare
that flies in the bright red sky.
I am the steaming hot spiky crimson
seaweed that soars by my
glowing star hands.
I am the atom floating
in the DNA strip
giggling in the brown nucleus,
shining bright smiles the plant cell,
floating in red orange fluid,
dancing happily in the
narrow
parallel segment vein,
sprinting across the Ameri-
can seaweed,
opening a door to the earth,
spinning in the singing solar
system,
twisting in silky ways,
jogging by the Milky Way,
and trying to circle the dark
red universe.
Robert Chan, age 10



Untitled
2008 Grand Prize Winner
Nina Dorje, age 8

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